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Preliminary information about a model system by which state vocational education agencies may conduct periodic program evaluations is presented. Another facet of the system is the facilitation of programmatic decision making through the incorporation of information about national and state interests, student benefits, and manpower requirements. The discussion includes a general system for self-initiated and continuous program evaluation, vocational education objectives, program goals and data needed for measuring goal achievement, evaluation procedures and materials, and field tests of the system as conducted in the vocational educational agencies of three states (Colorado, Kentucky and New Jersey) which also cooperated in developing the model system. The revised system is undergoing further field tests. December 1969, is the projected project completion date. The model system is illustrated, and examples of information forms are presented. (CH)

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Comprehensive and Vocational Education Research, U. S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

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1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;

2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;

3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;

4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;

5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and inservice education program;

6. To provide a national information retrieval, storage, and dissemination system for vocational and technical education linked with the Educational Resources Information Center located in the U. S. Office of Education.

RESEARCH SERIES NO. 45

Interim Report
On a Project Conducted Under
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A System for State Evaluation of Vocational Education

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THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
The Ohio State University
Columbus, Ohio

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The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therfore, necessarily represent official Office of Education position or policy.

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PREFACE

As vocational and technical education has assumed new prominence and visibility, increased emphasis is being placed on accountability through evaluation systems. State divisions of vocational and technical education are currently being asked to implement state-wide evaluation systems. These systems are essential for state-level program planning and for meeting Federal and state accountability requirements. A state evaluation system model has been developed by The Center to assist state divisions in meeting these needs. The model has been designed to be sufficiently flexible to meet individual state needs, yet generate comparative data. This interim report is offered before procedures and instrumention have been finalized, so the system and its components may be available at the earliest possible time for consideration by state staffs who are initiating state evaluation.

We appreciate the active cooperation and inputs of the Colorado and Kentucky State Divisions of Vocational Education who served as pilot states during the initial stages of the system's development. Acknowledgement is due Albert E. Jochen, formerly state director of vocational education in New Jersey, and members of the advisory committee appointed by the National Association of State Directors of Vocational Education for their valuable insights and contributions to the system's design. Recognition is due Richard Dieffenderfer, project associate; B. B. Archer and Mark Fulcomer, research associates; O. J. Byrnside, who served both as a consultant and research associate, and other Center staff for their work on this project.

We actively solicit the suggestions and comments of states, based on their experiences, directed toward the future improvement and refinement of the system.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

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SUMMARY

The central purpose of this project is to develop an evaluation system by which state vocational education agencies may assess periodically the effectiveness of their program efforts. The system also is designed to develop the information required for programmatic decision making with due regard for national and state interests, student benefits, and manpower requirements.

The project team included Center staff and an evaluation specialist from each of three cooperating states. The Center project staff had primary responsibility for system development. State evaluation specialists assisted Center project staff in system development and were responsible for coordinating field tests of the system's components in their respective states. Several advisory committees, individuals representing many disciplines both within and outside of education, and specialists from The Center were involved repeatedly in the project and provided guidance and assistance.

The project staff first designed a general system for self-initiated, continuous evaluation of state programs. Then, a set of vocational education program objectives was formulated with the consultation and assistance of state directors and other professionals. State vocational education program goals required by the objectives were developed and the data needed to measure achievement of each program goal were identified. Procedures and materials needed by state staffs to effect the evaluation were prepared and a tryout of the system was conducted in the vocational education agencies of the three cooperating states.

Results from the field tests were used to revise program goals and data-collection instruments. New instruments were devised to collect data from local schools and from other agencies, and the development of data processing procedures was begun.

The revised system is being field tested and the final evaluation system will be completed in December of 1969. The system then will be made available to a wide audience of potential users.

A SYSTEM FOR STATE EVALUATION OF VOCATIONAL EDUCATION

INTRODUCTION

This report provides preliminary information about a model system under development that will enable states to plan, monitor, evaluate and redirect their programs in vocational education. This interim model is offered before completion of the major project from which the model is derived (The Development of a Model to Evaluate State Programs of Vocational Education) so the methods and instruments developed in the course of the project may be available in time for consideration by state staffs who must prepare detailed plans and evaluation systems in response to federal requirements. Additional tryouts, analyses and revisions are scheduled for the system described here, but the results which are presented provide the basis for effective evaluation using principles, procedures and instruments which have survived preliminary, but rigorous, trial.

The first section of the report identifies major operational characteristics of the system, explains the rejection of two evaluation methodologies in common use, summarizes important points of system development strategy, and gives an overview of project operating methods and arrangements. Subsequent sections describe the design of the system, its initial field testing, its revision as a result of testing, and the development of machine data processing procedures. An illustration of the use of the data system for program evaluation also is given.

OPERATIONAL CHARACTERISTICS OF THE DESIRED SYSTEM

The counsel of potential users of the model system and appropriate others was that an optimum system would satisfy state operating needs and be designed for use in the administrative mainstream as a management tool. That is the intended role for this system. It is designed to provide information essential for planning and for redirecting the programmatic efforts of state vocational education agencies. It will provide decision makers with information essential to the development of annual and long-range program plans. The evaluation system also is designed to provide instruments and procedures for evaluating program effectiveness in ways responsive to the accountability requirements set by state vocational education governing boards, state legislatures, and the public. In developing the evaluation system, consideration was given to the importance of periodic evaluation of vocational education called for at the national level by the 1968 Amendments to the Vocational Education Act of 1963, and to the reporting requirements of the U. S. Office of Education. Thus, a state evaluation system is being developed to collect, interpret and make readily available a body of information which is useful to a variety of agencies and to the public.

EVALUATION METHODS IN COMMON USE

The evaluation system described in this report was developed after careful consideration of methods in common use revealed that none of the existing methods could supply data with the characteristics judged essential for effective program evaluation in the current operating situation of the states. Two of the major methods considered and rejected were:

Traditional process evaluation. The evaluation methodology which has been used most by state agencies is a type of process evaluation where organizational sturctures, educational processes, equipment, and facilities are judged against pre-set standards. This methodology does not refer to program outcomes. Assessments of program adequacy are determined through judgmental procedures and the opinion ratings of experts. This type of evaluation has been used extensively for many purposes including the allocation of state resources to local programs and the development of budget requests to the legislatures.

Although it is clear that the evaluation of program efficiency is an essential part of the assessment of a state program, it also is true that the value and efficiency of a program can be determined only with respect to an outcome. Thus, a program which is efficient for objective A may be inefficient for objective B. A facility, a teaching staff, or a budget is appropriate, adequate, or efficient only with respect to some goal; consequently, evaluations of the processes of education are important, but they are meaningful only after it is known whether the programs served their intended purposes.

This point is being emphasized strongly in the political and legislative arenas. Not only is the Federal legislation written to emphasize educational outcomes for specified groups of students, but education now finds itself having to compete at all governmental levels with other agencies and institutions for limited human and economic resources. Decisions by policy-making bodies regarding resource allocations are being made with increasing frequency on evidence of program effectiveness, relevance to social and economic conditions, and the degree to which programs reflect community, state, and federal interests and concerns. In such an environment, the type of process evaluation which has been traditional in vocational education fails to provide the evidence required by policy-making bodies and must be replaced by a more effective evaluation methodology if a proper case is to be made for support.

The type of process evaluation which has been traditional also has certain practical and methodological difficulties. These methods require extensive local school visitations in order to secure evaluation data about programs, equipment and facilities. Such visitations require large numbers of manhours and personnel so that it is both difficult and expensive for any state to conduct frequent evaluations. As conducted, many such evaluations include insufficient attention to reasonable standards for validity and reliability of their instruments, to inter-evaluator reliability, and to sampling procedures.

All-inclusive data banks. Another approach to evaluation of vocational programs has enjoyed popularity during the past decade. In this approach, data are collected and stored which appear to have logical relevance to decision-making requirements. No systematic attempt is made to define data

needs in advance by reference to specific program planning or accountability requirements. Instead, data are accumulated in great variety with the expectation that any data needed later probably will be available in the bank.

This approach to providing decision-making information to program planners can be markedly inefficient. Not only does it require collection, processing and storage of data which, in large part, is not used, but the data bank very likely will require frequent additions to meet new, unanticipated questions. The costs, delays in planning operations, disruption of normal activities at data sources, complication of data processing routines, and uncertainty of results which can result from frequent additions or changes in data requirements suggest that a more efficient methodology should be employed if at all possible.

SYSTEM DESIGN STRATEGY

An evaluation methodology capable of delivering the operational characteristics considered essential in the current situation of state vocational education planners apparently must begin with a systems approach to program planning. This would require that: 1) the evaluation problem be defined in terms of the purposes and expected outcomes of programs; 2) an information (measurement) system be formulated to provide the particular data required for evaluative decisions about program outcomes; 3) feedback mechanisms be provided to permit monitoring of the effectiveness and efficiency of the information system in providing significant data for decision making; 4) an interpretive system be formulated by which information is analyzed and presented to decision makers in a format which facilitates decision making; and 5) since the evaluation system is only one part of a total program-planning system, the evaluation system be capable of articulation with other components (PPBS, for example) of a larger program-planning system.

PROJECT ARRANGEMENTS AND OPERATING METHODS

A high level of involvement was solicited from various agencies, groups and individuals, most of whom were external to The Center. This was done to assure the development of realistic evaluative instruments, to avoid duplication of efforts, and to maximize yield through an interdisciplinary approach to the total problem.

Cooperative agreements were established between The Center and the states of Colorado, Kentucky and New Jersey whereby each director of vocational education identified a full-time evaluation specialist who was jointly employed by the state and The Center. These specialists were available in their st and for workshops at The Center to assist in the development of the conceptual framework, the instrumentation and procedures, and to act as liaison with state staffs during field-testing within their states. Their participation in the project helped assure that the developing model reflected realistic, immediate and long-term evaluation requirements of the states.

From May of 1967 through June of 1968, regular workshops were scheduled at The Center for state evaluation specialists to meet with The Center

project staff. At these workshops, the state evaluation specialists reviewed the materials being developed at The Center. They assisted with the continuous process of reformulating and refining the conceptual scheme, the data system elements, and the evaluation instruments and procedures. Since July of 1968, The Center project staff has been devoted to completion of developmental activities required to finalize the system. Evaluation specialists have continued to react to developed products and to coordinate field-test activities within their respective states.

Three advisory committees reviewed project plans, evaluation materials and procedures, and suggested alternative conceptual approaches. These committees were: an advisory committee of state directors of vocational education, selected by the National Association of State Directors; a committee consisting of recognized authorities in the vocational education profession with expertise in such areas as administration, supervision, teacher education and research; and a third committee composed of Center specialists. The members of the advisory committees are listed in Appendix A.

Inputs also were sought from other expert sources external to The Center, including the staff of the United States Office of Education and the staff of other vocational education research and development centers. The report and recommendations of the National Advisory Council on Vocational Education were reviewed and the evaluation model's data system was designed to include information needed from the states for national evaluation of vocational education.

PHASE I: SYSTEM DESIGN AND INITIAL FIELD TESTING

During the first phase of the project (May 1967 to November 1968), major project activities were:

1. conceptualization of a model system;

2. formulation of objectives for state vocational education programs and the identification of quantitative program goal statements which are used to assess achievement of the program objectives;

3. specification of data needed to measure the extent to which program goals are realized;

4. development of procedures for using evaluation results to develop annual and long-range program plans; and

5. field testing of the system in the cooperating states.

CONCEPTUAL SCHEME DEVELOPMENT

The first step in conceptualizing the evaluation system was to define the purposes for which the system would be used by state program planners. Three major uses were identified. The system would be used to provide information of assistance to states in: 1) redirecting programmatic efforts; 2) planning annual and long-range programs; and 3) meeting accountability requirements.

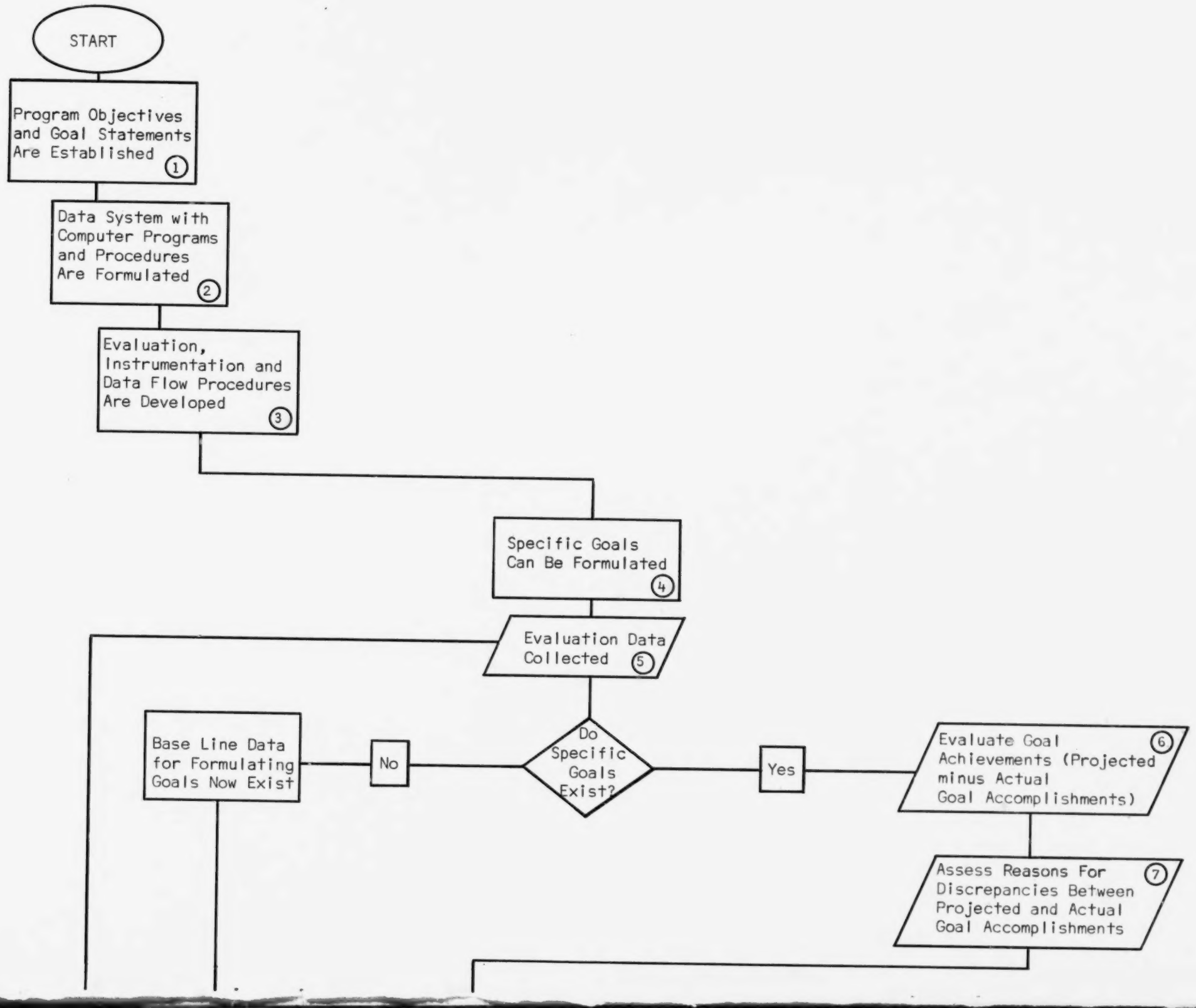
The next step was to organize a system to accomplish these purposes within a state vocational education setting. Review of existing methodological approaches to program evaluation convinced the project staff that, in order to serve the above purposes, an evaluation system would have to be developed which would be compatible with a systems approach to program planning. Thus, the project staff undertook the formulation of a conceptual scheme which would contain problem-defining elements such as objectives and goals, problem-solving elements including the means by which alternative strategies could be evolved for accomplishing goals, and an evaluation methodology required to measure the effectiveness of efforts to achieve specific program goals.

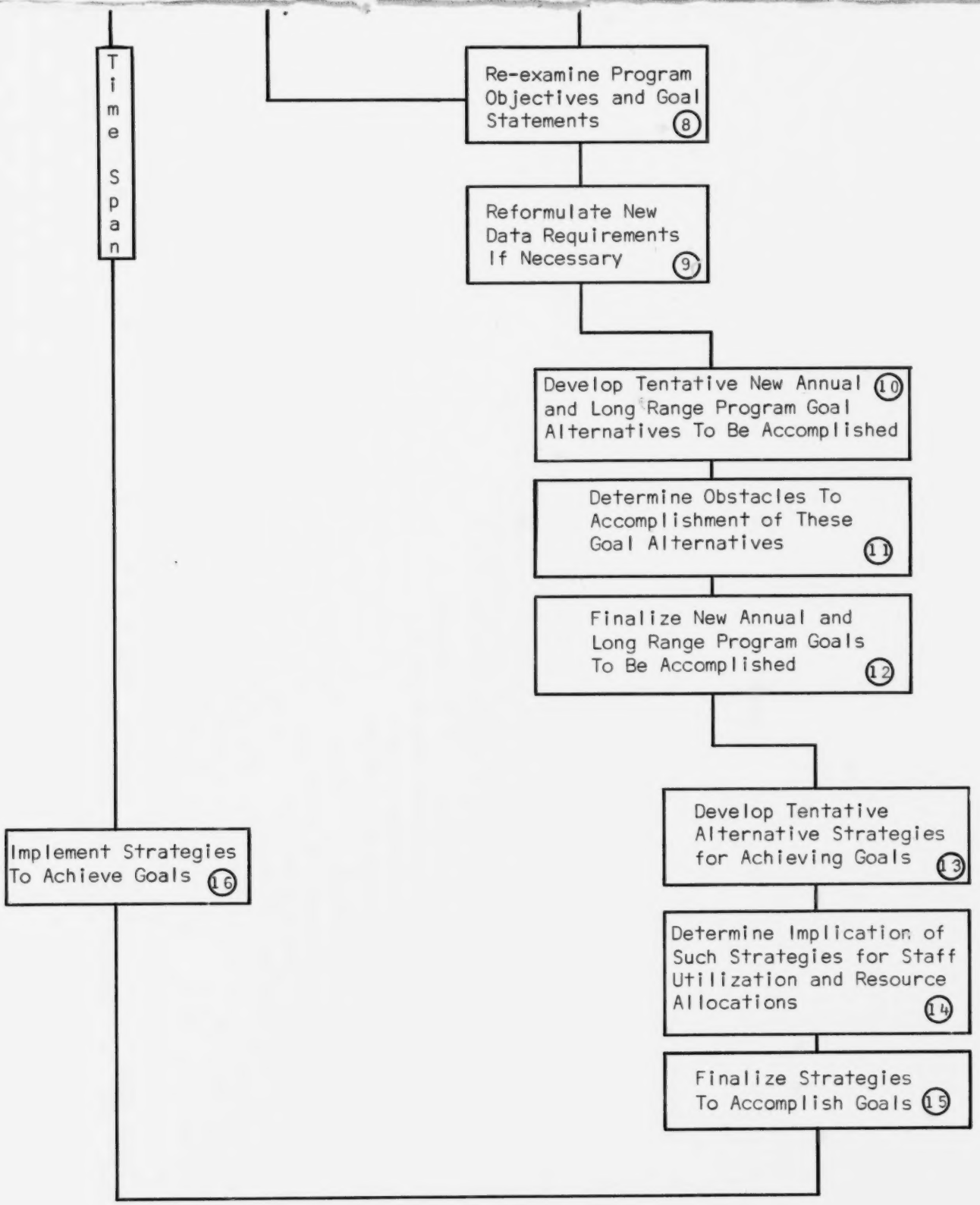
USING EVALUATION RESULTS FOR PROGRAM PLANNING

Figure 1 shows the sequence of major steps required in the evaluation-program planning cycle. A state using the model will have available a set of program objectives and goal statements (step 1), a data system with computer programs and procedures (step 2), and evaluation instruments and data flow procedures (step 3). These first three steps have been developed by The Center project staff. The state would review the program objectives

FIGURE 1

EVALUATION-PROGRAM PLANNING CYCLE


START
Program Objectives and Goal Statements Are Established 1
Data System with Computer Programs and Procedures Are Formulated 2
Evaluation, Instrumentation and Data Flow Procedures Are Developed 3
Specific Goals Can Be Formulated 4
Evaluation Data Collected 5
Do Specific Goals Exist?
No
Base Line Data for Formulating Goals Now Exist
Yes
Evaluate Goal Achievements (Projected minus Actual Goal Accomplishments) 6
Assess Reasons For Discrepancies Between Projected and Actual Goal Accomplishments 7


Time Span
Re-examine Program Objectives and Goal Statements 8
Reformulate New Data Requirements If Necessary 9
Develop Tentative New Annual and Long Range Program Goal Alternatives To Be Accomplished 10
Determine Obstacles To Accomplishment of These Goal Alternatives 11
Finalize New Annual and Long Range Program Goals To Be Accomplished 12
Develop Tentative Alternative Strategies for Achieving Goals 13
Determine Implication of Such Strategies for Staff Utilization and Resource Allocations 14
Finalize Strategies To Accomplish Goals 15
Implement Strategies To Achieve Goals 16

and goal statements for the purpose of selecting those it found useful for its needs. In using the model for the first time, the state has the option of assigning specific goals in quantitative terms to each goal statement (step 4) or not assigning specific goals and using evaluation results to establish a base line for future goal projections.

Evaluative information would then be collected (step 5) and the data analyzed in terms of goal accomplishments (step 6). Reasons for discrepancies between projected and actual goal accomplishments would then be assessed i. e., failure to initiate planned strategies, unforseen obstacles (step 7). Steps 5, 6, and 7 make up the specific evaluation phase of the total system.

Program planning activities begin with the redefining and redevelopment of new information requirements (step 8). This is followed by a reformulation of new data requirements, if necessary (step 9). A series of additional program planning activities (steps 10-14) are then carried out by appropriate state staff culminating in the selection of strategies (step 15) designed to accomplish the newly formulated annual and long-range goals of the state vocational agency.

Following these program planning activities the various selected strategies for achieving the new goals are implemented (step 16). After a time span, evaluation procedures (steps 5, 6 and 7) are again carried out and the program planning procedures are recycled.

This system and its procedures respond to three requisites. First, it was required that the evaluation system be designed for self-initiated evaluation which would contribute to decision making involved in state-level program planning. Second, the system was to relate program outcomes and specific program goals as a logical basis for planning and replanning activities and programs. Third, the evaluation system was required to be a continually operative mechanism in order that program plans might be adjusted whenever required by changes in the field situation.

FORMULATION OF PROGRAM OBJECTIVES AND GOALS

The evaluation plan requires first that a set of objectives be formulated which define the programmatic thrusts of the state agency. Then, for each objective, a set of specific, quantitative goals must be stated, such that achievement of the goals constitutes achievement of the objective. Program objectives and goals must be formulated so as to support the program decision requirements of the state agency.

The evaluation model allows for the development of program objectives, goals and data requirements independently by each state. However, in order to test the usefulness of the evaluation system and to provide states with a workable starting point, a complete set of program objectives, goal statements and data requirements were developed by the project. Objectives and goal statements are listed in Appendix B and samples of the forms for data collection are shown in Appendix C.

As program objectives were developed, they were reviewed periodically by the advisory committee of Center specialists, the external advisory committees, and the state evaluation specialists. Recommendations of these

groups were influential in formulating six preliminary program objectives which then were sent (October 1967) for review to all state directors of vocational education and to head state supervisors of vocational education. In January of 1968, the returns from this national survey were compiled and a final set of four program objectives was produced which can be accepted by many states.

A set of goal statements then was formulated for each program objective. These quantitative statements were designed to permit measurement of the extent to which: a) target populations of concern to vocational educators are being served; b) local schools assure program quality; c) programs are accessible to students; and d) state vocational education agencies use student characteristic and follow-up data in their planning. For illustration, consider objective three (Appendix B), "To provide increased accessibility to programs of vocational education to meet the needs of those to be served." As stated, the objective is a summary of many specific goals. If we want to decide whether the objective has been met, we must examine numerous specific facts. The goal statements listed for objective three are the specific facts judged essential to a decision about achievement of the objective. Thus, among other facts, it is important to know (Goal D) how many students failed to complete a vocational program because of transportation difficulty or because they could not meet instructional and related costs (Goal C). Once a state has determined its starting situation with respect to each goal related to an objective, it can set targets for the next period and assess improvements objectively.

FORMULATION OF DATA REQUIREMENTS

In this model, data requirements were derived systematically from evaluation purposes, program objectives and program goals. In developing the data set, careful attention was directed toward selecting the minimum number of data elements which would assess the extent to which program goals were accomplished. The program goal statements required the formulation and organization of a data set which would provide quantitative indicators of target population needs and training outcomes, school and community characteristics, and vocational education programs and processes.

State-level program planners require evaluation results to plan and redirect agency activities and to selectively allocate personnel and the financial resources required to accomplish these activities. Therefore, the data set was organized in ways which would have the greatest usefulness for these management operations. To accomplish these aims, the data system was organized to provide information which could be analyzed by program sectors (public, private), program levels, program areas and where applicable, by facility types, counties, educational planning districts, student sex and grade level. The term "educational planning district" as used here refers to regions within a state having common economic, social and population characteristics such that they warrant separate attention in program planning. A state using this evaluation system would determine its own educational planning districts.

As the data set evolved, it was recognized that data inputs to the system would have to be obtained from a variety of sources. These sources would include schools, students, and state and local non-school agencies. As a result of the potential complexities involved in obtaining data, three additional efficiency factors received attention during the process of

formulating the data set. These factors were the time frame required for collecting data, the costs to the state agency of carrying out data collection procedures, and personnel required to manage the data collections.

FIELD TEST PROCEDURES

After the conceptual scheme was developed and the project staff had formulated a preliminary data set, field tests of the materials were conducted in cooperating states in the Spring of 1968. Center project staff visited each state regularly to observe the system in trial, to consult with state personnel on problems and to:

1. evaluate the relevance of the formulated program objectives, program goals and data set for state program-planning purposes;

2. identify the states' procedures for obtaining and reporting data required by the system; and

3. conduct a simulated test of the program planning procedures.

These initial field-test activities were carried out within the state agency in cooperation with other state-level governmental agencies. It was considered premature to involve local schools in the evaluation procedures at that time. Field testing at the state level was considered to be necessary before the evaluation system was expanded and tested state-wide.

FIELD TEST RESULTS

Relevance of system components for program planning. Professional staff in the cooperating states critically evaluated the program objectives, goal statements and the data set for relevance to their own program-planning needs. These system components went through a series of revisions by the project staff and reevaluations by the state staffs during the field tests. Even so a number of additional changes in the program goal statements and the data still were required at the end of field test before the system would have maximal effectiveness for program planning.

Information flow procedures required for the system. A study was made of the extent to which data already on file in the state vocational agencies and in other state-level agencies could be used to meet the evaluation system's data requirements. In many instances, data collected and organized to meet federal and state vocational reporting requirements could not be used efficiently or reorganized to meet the requirements of the data system. Much of the information about target populations which was requested from other state agencies was unavailable. In addition, many of these state-level agencies pointed out that either they required greater lead-time to organize existing data which was requested by the state vocational agency, or, in some instances, that the data simply were unavailable.

These field-test experiences made it clear that an information system would have to be developed and that new instruments were required to collect essential data from local school sources. The new instruments would need to be articulated with federal and state reporting requirements, designed to collect data within an acceptable time-frame, and meet technical standards essential for reliability of measurement.

Simulating the program planning procedures. As noted above, sufficient evaluation data could not be collected or organized from existing sources to permit a realistic field-test of program-planning procedures. However, state staffs in the cooperating states provided critical evaluations of the suggested approach to program-planning procedures. The reactions obtained were considered favorable.

Additional benefits from field-testing. Project staff involvement with state supervisors provided many insights useful for increasing the efficiency of the model. Also, state personnel became more aware of implications and benefits of the evaluation system for their service areas or unit operations. Channels of communication were either established or broadened between the program-planning and evaluation personnel in the state vocational education agency and their counterparts in other state agencies who were asked to supply data for the evaluation.

PHASE II: REVISION OF THE EVALUATION SYSTEM

Field testing of the evaluation model provided the reality check needed for improving the model's effectiveness and efficiency. After the results of the field-tests were assessed, the following objectives were set for the second and final phase of model development:

1. a data system compatible with state and national needs;

2. data processing programs and procedures for use with the data system; and

3. field testing and validation of the total model in a number of participating states to assure that the final system is effective and efficient in terms of its purposes.

FORMULATING THE REVISED DATA SYSTEM

Program goal statements and the existing data set were reexamined and revised in light of field test results, evaluation needs called for in the 1968 amendments to the National Vocational Education Act, and U. S. Office of Education requests for state evaluation data. The resulting data set has been incorporated in seven data-collection instruments. Appendix C displays the face sheet of each of the six instruments used to collect data from local sources. Four of the six instruments are designed for completion by local school administrators and vocational teachers. Together, these four instruments (DF-1, DF-2, DF-3, DF-6) provide information about vocational program characteristics, schools and communities. Two (DF-4, DF-5) of the six instruments provide data about individual students and former students. The six instruments are described below.

A Vocational Program Status Form (DF-1) is designed to identify the location of vocational education programs within the state. Information is collected about reimbursed and non-reimbursed vocational programs. This form is completed once at the beginning of each school year by a school administrator or his designee. Private trade and business schools are requested to respond to selected items from this data form.

A School Information Inventory (DF-2) is designed to secure information about school and community characteristics and local vocational education program planning activities. It is completed once at the beginning of each school year by a school administrator or his designee.

A Specific Program Information Data Form for Secondary and Post-Secondary Instructional Programs (DF-3) is designed to secure vocational education program information for all vocational programs at the secondary and post-secondary levels. This form is completed once at the beginning of each school year for every instructional program which is offered. Additional DF-3 forms are forwarded to the state office during a given school

year whenever: 1) a new instructional program is started or 2) a new section of an already existing instructional program is offered at a new level (e.g., an existing instructional program at the secondary level is now also offered at the post-secondary level). The DF-3 is completed by an administrator or a vocational teacher.

A Specific Program Information Data Form for Adult Instructional Programs (DF-6) is designed to secure information about adult instructional program characteristics. This form is completed once a year for each adult-level instructional program which is offered. Additional DF-6's are forwarded to the state office whenever a new instructional program is started or whenever an existing adult instructional program is recycled. This data form is completed by a vocational administrator or vocational teacher.

A data form in two parts is used to secure student characteristic data, provide continuous monitoring of student status, and serve as a basis for selecting student samples for follow-up studies.

The two parts of the form are labeled Student Information Card (DF-4A) and Vocational Student Status Report (DF-4B). All students enrolled in vocational programs and having a vocational objective are expected to complete form DF-4A. Completed forms are sent to the state agency. For each returned DF-4A, a DF-4B is prepared which contains printed information to identify the student, school and program. These forms are returned to the instructor responsible for the vocational program. It is then his responsibility to return the DF-4B to the state agency either at the end of the school year or whenever there is a change in the enrollment status for any student. In states having very large vocational enrollments, the use of the Vocational Student Status Report can be handled on a sampling basis.

Experience of states using similar forms indicates that students can be expected to complete a DF-4A in 20 minutes or less. During the first year of operation, additional class time will be required to orient students to the purposes of the form and to assist students in obtaining social security numbers.

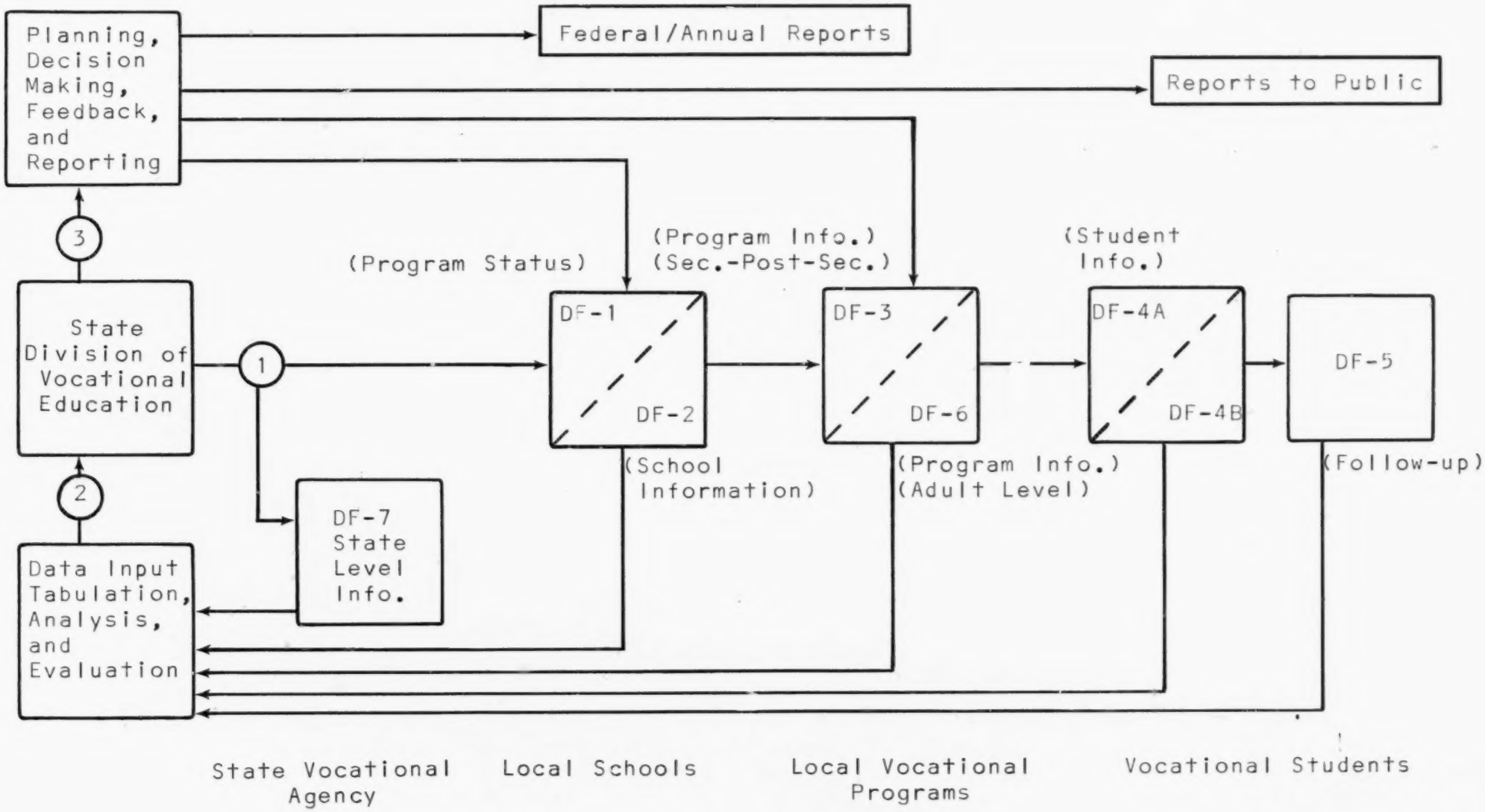
The Follow-up Survey of Former Vocational Students (DF-5) is designed to secure information from persons who completed their vocational instruction or terminated a program prior to completing program requirements. The student follow-up procedures are initiated by the state agency rather than by local school districts. The model permits the state agency to conduct comprehensive, long-term, follow-up studies of program terminees for state program-planning purposes.

A seventh instrument, State Division of Vocational Education Evaluation and Planning Data (DF-7), is designed to provide information principally about target population characteristics and training needs. The data called for in this instrument are compiled by state agency program planning and evaluation personnel. The data are secured from other state agencies.

The instruments are being pilot tested to identify any semantic problems in the items and to determine the time required by school personnel to complete the various data forms. Those local personnel who have been involved in reacting to the revised instruments to date have indicated that, in most instances, they find instrument length and the time required for their completion to be quite reasonable. Their specific reactions were

FIGURE 2

STATE EVALUATION SYSTEM FOR VOCATIONAL EDUCATION
INFORMATION FLOW NETWORK



used by the project staff to minimize the number of items and to revise wording where necessary.

In developing the seven data collection instruments, careful attention was paid to the information flow requirements of the system. Figure 2 depicts this information flow network. It will be noted that evaluative data flows from local school sources to the state vocational agency and back again.

The project staff believes quite strongly that increased data reliability can be obtained by providing local personnel with a feedback of evaluation results of interest and concern to them. Therefore, local school administrators who have reviewed the instruments were asked to indicate the types of feedback that they would consider important for their planning needs and provision has been made for appropriate reporting to them.

MACHINE PROCESSING PROCEDURES

The data collection instruments are designed for machine processing and data analyses. The use of machine processing will permit analyses of the relationships between students' characteristics, program processes, and outcome indices. It also will permit rapid retrieval of information for use by program planners and various breakdowns of data which would be of concern to state and local level program planners.

The present organization of data calls for all program and student information required by the data system be collected at the local school level. These data then are summed by program and program area for all schools within a county. County tabulations are summed into educational planning district totals. Educational planning district totals are summed in turn to provide the total state data picture.

Printouts of appropriate data will be provided to local schools involved in the state evaluation effort. These printouts will contain school totals, county totals, and education planning district totals for the county and district within which each school is located.

ILLUSTRATING THE USE OF THE DATA SYSTEM

Program Objective One, goal statements M and N (Figure 3) are concerned with the numbers of economically disadvantaged persons who are enrolled in vocational programs.

Having set specific goals for these statements, the state agency wishes to know if it has achieved its aims. Information to answer the question is obtained from the use of the Student Information Card (Figure 4) items 12 and 13.

FIGURE 3

Objective One

To provide vocational education to youth and adults who will be entering the labor force and to those who seek to upgrade their occupational compentencies or learn new skills.

	GOALS
M	#_____ persons whose hourly wages for full-time employment are or were below the federal minimum wage standard are enrolled in vocational programs to increase their hourly earnings.
N	#_____ persons receiving public assistance are enrolled in vocational programs.

FIGURE 4

DF-4 A **EQUAL OPPORTUNITY INFORMATION**

NOTE: The following information is needed to aid in establishing and maintaining quality vocational education programs with equal opportunity for all groups.

This information need not be supplied by you if you do not wish to provide it. **I consider myself to be:**

- ☐ American Indian
- ☐ Black
- ☐ Mexican American
- ☐ Oriental
- ☐ Puerto Rican
- ☐ Spanish American
- ☐ White
- ☐ Other (specify) _____

FOR ADULT AND POST-SECONDARY PROGRAM ENROLLEES ONLY

11. What was your **employment status** just before starting this vocational training program? **(check only one)**
    - ☐ I was employed **full time** (30 or more hours per week)
    - ☐ I was employed **part time** (less than 30 hours per week)
    - ☐ I was **unemployed**

12. If you were **unemployed** just before starting this training program, did you receive **public assistance?** ☐ Yes ☐ No

13. If you were employed **full time** before starting this training program, what was the **wage** per hour you received?
    - ☐ $1.59 or less per hour
    - ☐ $1.60 or more per hour

By tabulating the data in the manner already described, the vocational division can determine the extent to which it has achieved its present goal of providing vocational education to these specific target populations.

Other information obtained from the evaluation instruments will permit the state agency to determine whether training took place in regional areas of concern, e.g. specific educational planning districts, identified

economically depressed areas. The steps outlined in Figure 1, the Evaluation-Program Planning Cycle would then be initiated; new annual and long term program goals developed; strategies for their attainment implemented; and the evaluation process recycled.

Suppose, as an outcome of training, the state agency is concerned with the effectiveness of vocational education in increasing the economic well-being of economically disadvantaged persons; economically disadvantaged in the sense of either being welfare receipients or having been previously employed at a wage rate below the federal minimum wage standard. Our next step would be to conduct a follow-up study of former students identified as coming from these target populations. This would be accomplished through the use of the Student Information Card described above. The Vocational Student Status Report (Figure 5) permits breaking-down the total sample of these identified former students into subgroups by program including those who completed their training (item 1), those who terminated their instruction prior to completing program requirements (item 1), those who participated in out-of-class vocational experiences (item b), and those who received specialized remedial instruction during their vocational training (item c). Further, it can be determined if these economically disadvantaged persons are also members of minority groups. This information is gathered from the Student Information Card (item 10).

FIGURE 5

VOCATIONAL STUDENT STATUS REPORT

SIDE 1

VOCATIONAL STUDENT STATUS REPORT DF-4 B ☐

READ INSTRUCTIONS ON THE REVERSE SIDE BEFORE COMPLETING ANY ITEMS BELOW

CHECK **ONLY ONE** BOX PER ITEM

1. CURRENT STUDENT STATUS:
   - ☐ Completed the requirements of this program.
   - ☐ Still in school—in different vocational program.
   - ☐ Still in school—no longer in any vocational program.
   - ☐ Transferred to another school.
   - ☐ Terminated schooling before completing requirements.
   - ☐ Unknown.

2. DATE OF COMPLETION OR TERMINATION:
   ☐☐-☐☐-☐☐
   mo. day year

3. Was an EXIT INTERVIEW conducted with this student?
   - ☐ Yes
   - ☐ No

4. EMPLOYMENT STATUS OF STUDENT:
   - ☐ Will seek employment.
   - ☐ Will **not** seek employment.
   - ☐ Status unknown.

ITEMS 5 AND 6 APPLY ONLY TO STUDENTS **NOT** COMPLETING THE PROGRAM REQUIREMENTS.

5. CONDITIONS OF TERMINATION:
   - ☐ Voluntary
   - ☐ Involuntary

6. REASONS FOR TERMINATION:
   - ☐ Transportation unavailable.
   - ☐ Unable to afford transportation costs.
   - ☐ Unable to afford instructional & related costs.
   - ☐ Other (specify)_____
   - ☐ Unknown or no interview.

FIGURE 5 (CONT.)

VOCATIONAL STUDENT STATUS REPORT

SIDE 2

INSTRUCTIONS

WHENEVER THERE IS A CHANGE IN ENROLLMENT STATUS FOR THIS STUDENT, COMPLETE THE ITEMS BELOW AND ON THE REVERSE SIDE OF THIS CARD.

OR

IF THIS STUDENT IS STILL IN THIS PROGRAM AT THE END OF THE CURRENT SCHOOL YEAR, CHECK THIS BOX ☐ AND COMPLETE THE ITEMS BELOW. DO NOT MARK ITEMS ON THE REVERSE SIDE OF THIS CARD.

AND

FORWARD THIS CARD TO THE STATE OFFICE WITHIN TWO (2) WEEKS AFTER COMPLETING EITHER OF THE ABOVE STEPS.

a. Is this student:	YES	NO
Educationally disadvantaged	☐	☐
Socio-economically disadvan.	☐	☐
Physically handicapped	☐	☐
Mentally retarded	☐	☐

(b.) This student has participated in:	YES	NO
Cooperative work study	☐	☐
Vocational work study	☐	☐
Vocational work experience	☐	☐

(c.) Did this student receive any specialized remedial instruction? Yes ☐ No ☐

The target populations would receive a Follow-up Survey of Former Vocational Students (DF-5). Data about initial post-training earnings, as well as current earnings of those sampled, would be secured using items 7 and 10 (Figure 6).

FIGURE 6

DF-5 A FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

ITEM 7

7. If you got a **full-time** job when you left this vocational program:

   a. What was your job? _____

   _____

   b. What did you do? _____

   _____

   c. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

   ☐ **Never** had a full-time job
   ☐ $1.59 or less per hour
   ☐ $1.60 to $1.99 per hour
   ☐ $2.00 to $2.49 per hour
   ☐ $2.50 to $2.99 per hour
   ☐ $3.00 to $3.99 per hour
   ☐ $4.00 or more per hour

FIGURE 6 (CONT.)

DF-5 A FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

ITEM 10

10. If you are presently working:

a. What is your job? _____

_____

b. What do you do? _____

_____

c. What **wages** are you presently earning?

- ☐ **Not** working at the present time
- ☐ $1.59 or less per hour
- ☐ $1.60 to $1.99 per hour
- ☐ $2.00 to $2.49 per hour
- ☐ $2.50 to $2.99 per hour
- ☐ $3.00 to $3.99 per hour
- ☐ $4.00 or more per hour

Other data from forms DF-3, DF-4A, DF-6, DF-4B, and DF-5 also permit analyses of relationships between specific programs, other student characteristics and economic outcomes. The data system and the manner in which data are organized in terms of local to state summations permit a determination of which vocational programs, by regions, were most successful in providing the target populations with skills which led to higher wage earnings.

This illustration shows how the data system is used to measure specific goal outcomes and how it provides a base for more specialized studies to measure program effectiveness. The main point which should not be overlooked is the systematic manner in which the state agency proceeds in the evaluation cycle; that is, it starts with objectives, derives goal statements which explain how objectives are intended to be achieved, assigns specific goals (outcomes) to be achieved, measures the degree of success in attaining goals, analyzes failures in goal attainment, and systematically initiates program planning procedures to redirect state agency efforts in achieving new annual and long-range goals.

FIELD TESTING AND VALIDATION OF THE SYSTEM

Present project plans call for field testing the revised instruments and procedures in cooperating states beginning in July of 1969. Selected educational planning districts within each of the cooperating states will be used for the initial field tests. Following a review of the initial

findings, a final set of instruments and procedures will be produced by September of 1969. The cooperating states then will conduct a state-wide test of the system's instrumentation and information flow procedures. Data obtained from the states will be transmitted to The Center for data processing and analyses. A limited test of the program planning features of the model then will be initiated in each of the cooperating states.

Following this final testing of the instruments and procedures, in December of 1969, a final evaluation model will be produced at The Center and the instruments and procedures for their use will be disseminated to potential users.

APPENDICES

APPENDIX A

ADVISORY COMMITTEES

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APPENDIX B

PROGRAM OBJECTIVES AND GOAL STATEMENTS

Objective One

To provide vocational education to youth and adults who will be entering the labor force and to those who seek to upgrade their occupational competencies or learn new skills.

	GOALS
A	#_____ public secondary school youth are enrolled in vocational programs.
B	#_____ public secondary school youth with physical or mental handicaps are enrolled in vocational programs.
C	#_____ disadvantaged public secondary school youth are enrolled in vocational programs.
D	#_____ persons are enrolled in post-secondary preparatory vocational programs.
E	#_____ persons with physical or mental handicaps are enrolled in post-secondary preparatory vocational programs.
F	#_____ disadvantaged persons are enrolled in post-secondary preparatory vocational programs.
G	#_____ persons are enrolled in adult preparatory vocational programs.
H	#_____ persons are enrolled in adult supplementary vocational programs.
I	#_____ persons with physical or mental handicaps are enrolled in regular adult preparatory vocational programs.

Objective One (continued)

	GOALS
J	#_____ disadvantaged persons are enrolled in regular adult preparatory vocational programs.
K	#_____ persons with physical or mental handicaps are enrolled in "special needs" adult vocational programs.
L	#_____ disadvantaged persons are enrolled in adult "special needs" vocational programs.
M	#_____ persons whose hourly wages for full-time employment are or were below the federal minimum wage standard are enrolled in vocational programs to increase their hourly earnings.
N	#_____ persons receiving public assistance are enrolled in vocational programs.

Objective Two

To provide comprehensive curricula which relate general and vocational education offerings to the vocational objectives of students.

	GOALS
A	#_____ vocational programs have their vocational and general education staffs jointly organize their offerings in relation to vocational program objectives.
B	#_____ vocational programs have indicated when they next plan to analyze their curriculum to update the occupational competencies that need to be taught.
C	#_____ vocational programs use written performance objectives based on an analysis of required occupational competencies.
D	#_____ vocational programs provide students with consumer education as part of the total instructional program.

Objective Three

To provide increased accessibility to programs of vocational education to meet the needs of those to be served.

	GOALS
A	#_____ vocational programs enroll students with educational deficiencies which could act as serious barriers to successful program completion or job placement.
B	#_____ vocational programs make available specialized educational instruction to students with educational deficiencies which could act as serious barriers to successful program completion or job placement.
C	#_____ students who did not complete their instruction did so because of inability to meet instructional and related costs.
D	#_____ students who did not complete their instruction did so because of unavailability of transportation.
E	#_____ new vocational programs approved to receive state funds are operational.
F	#_____ vocational programs enroll the potential number of students they can accommodate.
G	#_____ public schools offer vocational programs during both day and evening hours.
H	#_____ vocational programs operate at times other than the regular school year (September to May or June).
I	#_____ public schools offer vocational group guidance.
J	#_____ public school students receive vocational group guidance.
K	#_____ new vocational programs are planned to become operational in areas indentified as being economically depressed.

Objective Four

To provide quality instructional programs which meet the vocational aspirations of people while being compatible with employment opportunities.

	GOALS
A	#_____ public schools have annual and long range plans for local vocational education programs.
B	#_____ public schools offering vocational programs have placement services available to all program terminees.
C	#_____ vocational programs provide cooperative work experiences to students.
D	#_____ vocational programs provide simulated work experiences in the classroom setting.
E	#_____ public schools offering vocational programs have a general advisory committee for the vocational programs.
F	#_____ vocational programs have an advisory committee.
G	#_____ vocational programs actively use an advisory committee in evaluating their operations.
H	#_____ vocational program completions who sought full-time employment, found such employment in the occupation for which they were trained.
I	#_____ vocational program completions who sought full-time employment, found such employment in an occupation related to that for which they were trained.
J	#_____ vocational program terminees who did not complete program requirements and who sought full-time employment, found such employment in the occupation for which they were trained
K	#_____ vocational program terminees who did not complete program requirements and who sought full-time employment, found such employment in an occupation related to that for which they were being trained.

GOALS	
L	#_____ vocational program completions having had more than one full-time job continue to be employed in the occupation for which they were trained.
M	#_____ vocational program completions having had more than one full-time job continue to be employed in an occupation related to that for which they were trained.
N	#_____ vocational programs use amortization schedules for all major equipment.
O	#_____ public schools which have vocational programs offer specialized vocational guidance services to noncollege-bound students.
P	#_____ state certified guidance personnel have special vocational guidance preparation.
Q	#_____ vocational teachers have completed state certification requirements for the instructional area in which they teach.
R	#_____ vocational programs have indicated when they next plan to secure manpower information as a means for estimating potential employment opportunities for program terminees.
S	#_____ vocational students identified as having educational deficiencies which could act as serious barriers to successful program completion or job placement receive specialized educational assistance.
T	#_____ vocational program completions were sufficiently satisfied with the training they received they would recommend the vocational program to others.
U	#_____ vocational program completions have enrolled for additional vocational education to upgrade their previously learned vocational skills.
V	#_____ vocational program terminees who did not complete their program requirements have since enrolled in a vocational education program.
W	#_____ reimbursed vocational programs prepare persons for occupations paying more than the federal minimum wage.

APPENDIX C

FACE SHEETS OF EVALUATION SYSTEM DATA FORMS

Appendix C includes only the face sheets of the instruments used to collect data from local schools. A revised version of these data forms is being used for the final field test of the system.

Data Forms by Title:

DF-1 Vocational Program Status Report

DF-2 General School Information Inventory

DF-3 Specific Program Information Data for Secondary and Post-Secondary Instructional Programs

DF-4A Student Information Card

4B Vocational Student Status Report

DF-5 A Follow-up Survey of Former Vocational Students

DF-6 Specific Program Information Data for Adult Instructional Programs

DF-1

VOCATIONAL PROGRAM STATUS REPORT

For State Use Only
☐☐☐ ☐☐ ☐ ☐☐

Name of School_____

Type of School: Public ☐ Private ☐

Name of Person Completing This Form_____

School District_____ Position_____ Date Completed_____

Enrollment: (exclude elementary levels—grade 8 or below)

1. ☐☐☐☐ Total **School** Enrollment.
2. ☐☐☐☐ Total **Male** Enrollment.
3. ☐☐☐☐ Total **Female** Enrollment.
4. What percent of the total school enrollment (excluding elementary levels: grades 8 and below) are enrolled in vocational education? _____%

Dropouts:

5. Dropout Rate
   _____%
   (Percentage of **total school** enrollment dropping out last year).

Unemployment:

6. What is the unemployment rate in your community or area for:
   Ages 15-19 _____%
   Ages 20-24 _____%
   The Total Work Force (youth and adult)
   _____%

Budget Information:

7. Average per pupil expenditures for **all** students: $_____.
8. Average per pupil expenditure for **vocational** students: $_____.
9. Average per pupil expenditure for **non-vocational** students: $_____.
10. What percent of the community's budget goes to support schools? _____%

Vocational Programs:

11. How many vocational instructional programs are offered by this school? _____
    List each of the vocational instructional programs by title and program area.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS (Check One)			FUNDING STATUS (Check One)		PROGRAM LEVEL (Check one only for each instructional program)				
		This program was in operation last year (ongoing or continuing). (1)	This is a new program starting this year. (2)	This program is in the process of becoming operational. (3)	Has this program been approved to receive funds from the state? (a) Yes	(b) No	(a) Secondary (regular in-school program)	(b) Post-Secondary (available for full-time training)	(c) Adult (Part-Time Training) (1) Preparatory (initial or entry training)	(c) (2) Supplementary (upgrading or in-service training)	(d) Mixed Levels (specify) Any combination of (a), (b), or (c).
What do you call this program? List programs currently being offered or which you plan to offer.	T & I, Agriculture, Home Economics, etc. (Boxes below for state use only.)										
1. _____	_____ ☐☐	☐ (1)	☐ (2)	☐ (3)	☐ (a)	☐ (b)	☐ (a)	☐ (b)	☐ (C-1)	☐ (C-2)	☐ (d) _____
2. _____	_____ ☐☐	☐ (1)	☐ (2)	☐ (3)	☐ (a)	☐ (b)	☐ (a)	☐ (b)	☐ (C-1)	☐ (C-2)	☐ (d) _____

DF-2 GENERAL SCHOOL INFORMATION INVENTORY

For State Use Only
☐☐☐ ☐☐ ☐ ☐☐

Name of School_____ Person Completing This Form_____

School District_____ Position_____ Date_____

Background Information

1. Does the school curriculum require all students to receive some exposure to marketable skill training?

   ☐ Yes ☐ No

2. How many hours per day is the school in operation?

   _____ Hours

3. How many hours per day are vocational programs offered?

   _____ Hours

4. Does the school have a practical arts program(s)?

   ☐ Yes

   Check types of programs:

   ☐ Industrial arts
   ☐ General business
   ☐ Home economics (homemaking)
   ☐ Other

   (specify) _____

   ☐ No programs offered.

Ancillary Services

5. Does the school have a guidance program?

   ☐ Yes ☐ No

6. Does the school have a specialized vocational guidance program for noncollege-bound students?

   ☐ Yes ☐ No

7. Total number of guidance personnel. ☐☐

   a. How many are state certified? ☐☐

   b. How many of these state certified persons have special vocational guidance preparation? ☐☐

8. Does the school have a formally structured occupational information program?

   ☐ Yes

   Specify types of students served:

   ☐ Vocational students only
   ☐ All students

   ☐ No program offered.

9. Does the school provide job placement services to vocational program terminees?

   ☐ Yes

   Indicate type(s) of placement services available within the school:

   ☐ Cooperative program between school and state employment service
   ☐ Vocational teachers make referrals
   ☐ Guidance Counselors
   ☐ Other (specify)_____

   _____

   ☐ No placement services available.

10. is prevocational instruction/orientation provided to students in this school?

    ☐ Yes

    Note type of program and type of enrollment:

    Type of Program

    ☐ As a specific course.
    ☐ Integrated into other course work.

    Type of Enrollment

    ☐ Elementary students only (grades 8 and below).
    ☐ Secondary students (grades 9 and above).
    ☐ Both elementary and secondary students.

    Total Enrollment

    ☐☐☐☐ Students receive prevocational instruction.

    ☐ No prevocational instruction/orientation provided.

DF-3

SPECIFIC PROGRAM INFORMATION DATA FOR SECONDARY AND POST-SECONDARY INSTRUCTIONAL PROGRAMS

(Full-Time Training Program)

☐☐☐ ☐☐ ☐ ☐☐
For State Use Only

☐☐☐☐☐☐
Vocational Program Code

Date_____

School Name_____ Person Filling Out This Form_____

School District_____ Position_____

NOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/project title and the sponsoring agency/association.

Instructional Program Title_____
(What do you call this program?)

Vocational Program Area_____
(T and I, Agriculture, Home Ec., etc.)

1. Level of training: (check **one** only)
   - ☐ **Secondary** (regular in-school program)
   - ☐ **Post-Secondary** (available for full-time training)
   - ☐ **Adult** (available for part-time training)
   - ☐ **Mixed Levels** (combination of the above) Specify

     _____

     _____

2. Type of program:
   - ☐ **Regular** vocational program
   - ☐ **Special needs** program

   Check one or more items below to indicate persons served by this special program.

   a. ☐ Handicapped:
      - ☐ Physical
      - ☐ Mentally retarded
      - ☐ Emotional
      - ☐ Other (specify)_____

   b. ☐ Disadvantaged:
      - ☐ Socio-Economic
      - ☐ Cultural
      - ☐ Educational
      - ☐ Other (specify)_____

3. Is this an MDTA training program? ☐ Yes ☐ No

4. This instructional program is designed to train persons living in a: (check one)
   - ☐ Urban setting
   - ☐ Rural setting
   - ☐ Both urban and rural settings

5. Is this instructional program composed of a series of **separate** specialized courses? ☐ Yes ☐ No

6. **How many** courses must a student take to complete this instructional program?

   ☐☐ Courses

7. List the **individual** vocational courses that compose this instructional program. If these courses are **sequenced,** list in order._____

   _____

   _____

   _____

   _____

   _____

8. When is this instructional program offered?
   - ☐ Day only
   - ☐ Night only
   - ☐ Both day and night

9. Does this instructional program operate at times other than during the regular school year (Sept.-June)? ☐ Yes ☐ No

   If yes, which months:_____

   _____

10. What is the **duration** of time, by school years and months of instruction, required for a student to complete this instructional program?
    - ☐ Number of school **years**
    - ☐☐ Number of actual **months** of instruction

DF-4 A **STUDENT INFORMATION CARD**

Please Print

1. Last Name (1–15) First and Middle Initial

Number and Street or Rural Route (16–32)

City, Town, or Post Office (33–42) State (abbreviated) Zip Code (43–47)

2. **DATE** month (62–63) day year (64–65)

3. name of school

school district

instructional program title

4. Age: (48–49)

5. Sex: 0 ☐ Male 1 ☐ Female (50)

6. Your **social security number:** (51–59)

7. What is your **marital status?** 0 ☐ single 1 ☐ married (60)

8. Are you a student from a **private school?** 0 ☐ Yes 1 ☐ No (61)

9. What is your **grade level** at this time?

A. **Secondary** (66)
- 0 ☐ 9th
- 1 ☐ 10th
- 2 ☐ 11th
- 3 ☐ 12th
- 4 ☐ Special or Ungraded

B. **Post-Secondary** (available for full-time training) (66)
- 5 ☐ 1st year
- 6 ☐ 2nd year

C. 7 ☐ **Adult** (part-time training) (66)

VOCATIONAL STUDENT STATUS REPORT

DF-4 B ☐

READ INSTRUCTIONS ON THE REVERSE SIDE BEFORE COMPLETING ANY ITEMS BELOW

CHECK **ONLY ONE** BOX PER ITEM

1. CURRENT STUDENT STATUS:
- ☐ Completed the requirements of this program.
- ☐ Still in school—in different vocational program.
- ☐ Still in school—no longer in any vocational program.
- ☐ Transferred to another school.
- ☐ Terminated schooling before completing requirements.
- ☐ Unknown.

2. DATE OF COMPLETION OR TERMINATION:

☐☐-☐☐-☐☐
mo. day year

3. Was an EXIT INTERVIEW conducted with this student?
- ☐ Yes
- ☐ No

4. EMPLOYMENT STATUS OF STUDENT:
- ☐ Will seek employment.
- ☐ Will **not** seek employment.
- ☐ Status unknown.

ITEMS 5 AND 6 APPLY ONLY TO STUDENTS **NOT** COMPLETING THE PROGRAM REQUIREMENTS.

5. CONDITIONS OF TERMINATION:
- ☐ Voluntary
- ☐ Involuntary

6. REASONS FOR TERMINATION:
- ☐ Transportation unavailable.
- ☐ Unable to afford transportation costs.
- ☐ Unable to afford instructional & related costs.
- ☐ Other (specify)_____
- ☐ Unknown or no interview.

DF-5

A FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

Is Your Name, Address, and Social Security Number as Printed Above Correct?
If not, please print the corrected information below:

New Social Security Number ☐☐☐ ☐☐ ☐☐☐☐

New Name _____ (Last) _____ (First) _____ (Middle Initial)

New Address _____ (House, Box, or Rural Route) _____ (Street or Avenue)

_____ (City or Town) _____ (State) _____ (Zip Code)

DIRECTIONS: WHEN ASKED TO "CHECK" A BOX, PLEASE USE AN "X" TYPE CHECK MARK.

WHENEVER THE WORDS **THIS VOCATIONAL PROGRAM** APPEAR, THEY REFER TO THE VOCATIONAL PROGRAM PRINTED ON THE IDENTIFICATION LABEL ABOVE.

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1. What is your present **marital status?**
   - ☐ Single
   - ☐ Married

2. Since you left this vocational program, did you seek **full-time** employment? (30 or more hours per week)
   ☐ Yes ☐ No

3. If you did not seek **full-time** employment when you left this vocational program, indicate the reason. (Check only one box)
   - ☐ Expected to enter another school
   - ☐ Housewife or about to be married
   - ☐ Physical or other handicap
   - ☐ Not interested in a job
   - ☐ Expected to enter the military service
   - ☐ Only wanted to work part-time (less than 30 hours per week)
   - ☐ Other (specify) _____

4. Did you seek **part-time** employment (less than 30 hours per week) when you left this vocational program? ☐ Yes ☐ No

5. If you sought **part-time** employment, instead of full-time employment, when you left this vocational program, indicate the reason. (Check only one box)
   - ☐ Expected to enter another school
   - ☐ Housewife or about to be married
   - ☐ Physical or other handicap
   - ☐ Not interested in a full-time job
   - ☐ Expected to enter the military service
   - ☐ Unable to find a full-time job
   - ☐ Other (specify) _____

6. How many **full-time** jobs (30 or more hours per week) have you held since you left this vocational program?
   - ☐ **None**
   - ☐ 1 full-time job
   - ☐ 2 full-time jobs
   - ☐ 3 to 5 full-time jobs
   - ☐ 6 or more full-time jobs

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SPECIFIC PROGRAM INFORMATION DATA FOR ADULT INSTRUCTIONAL PROGRAMS

(Part-Time Training Program)

For State Use Only

☐☐☐ ☐☐ ☐ ☐☐

☐☐☐☐☐☐

Vocational Program Code

School Name_____ Date_____

School District_____

NOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/project title and the sponsoring agency/association.

Instructional Program Title_____
(What do you call this program?)

Vocational Program Area_____
(T and I, Agriculture, Home Ec., etc.)

1. What is the **purpose** of this training? (check one only)

   ☐ Preparatory (initial or entry level) training

   ☐ Supplementary (upgrading or in-service) training

   ☐ Other (combination of the above—specify)

   _____

   _____

2. Is this instructional program **primarily** designed to serve persons with **special needs?**

   ☐ Yes (if yes, check type)

   ☐ Handicapped (specify)_____

   ☐ Disadvantaged (specify)_____

   ☐ Other (specify)_____

   ☐ No, it was **not** designed primarily for persons with special needs

3. Is this instructional program offered on a **regular** on-going basis? ☐ Yes ☐ No

4. Is this instructional program offered on a **temporary** basis to fulfill an immediate need or request?

   ☐ Yes ☐ No

5. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program?

   ☐☐☐☐ Clock hours

6. What is the **duration** of time, in months or weeks, required for a student to complete this instructional program on a part-time basis?

   ☐☐ Number of **months**

   ☐ Number of **weeks**

7. Which of these **organizations** requested this instructional program? (check one or more)

   ☐ Vocational Rehabilitation
   ☐ Welfare Department
   ☐ Business and Industry
   ☐ Union or Employee Group
   ☐ Interest Group for Disadvantaged
   ☐ Other (specify)_____

   _____

   ☐ This program was **not** implemented at the request of any outside organization.

8. Did the **organization** requesting this instructional program **provide** financial support, instructional materials or other contributions?

   ☐ Yes
   ☐ No
   ☐ This program was **not** implemented at the request of any outside organization.